



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Gynradd Gymraeg Santes Tudful
Pantyyffyn Road
Mountain Hare
Merthyr Tydfil
CF47 0HU**

Date of inspection: June 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Gynradd Gymraeg Santes Tudful is situated on the outskirts of the town of Merthyr Tydfil in Merthyr Tydfil local authority.

There are 443 pupils on roll between 3 and 11 years old. There are 15 classes with children of the same age and one mixed-age class. The school has 66 pupils in the part-time nursery class. The school provides education through the medium of Welsh. Approximately 2% of pupils come from Welsh-speaking homes. Very few pupils comes from ethnic minority backgrounds.

Thirteen point four per cent (13.4%) of pupils are eligible for free school meals, which is a figure that is lower than the average for Wales. Fifteen point eight per cent (15.8%) of pupils have additional learning needs (ALN). Very few pupils are in local authority care.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Santes Tudful in 2015-2016 is £3,347. The maximum per pupil in primary schools in Merthyr Tydfil is £4,406 and the minimum is £3,347. Ysgol Gynradd Gymraeg Santes Tudful is in 22nd place of the 22 primary schools in Merthyr Tydfil in terms of the school budget per pupil.

The headteacher has been in post since September 2015. The school was last inspected in March 2012.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- Most pupils make good progress in their learning during their time at the school
- Nearly all pupils feel safe at school and know to whom to turn if they have any concerns
- The school provides a purposeful range of learning experiences that meet the needs of most pupils successfully
- The school's curriculum promotes pupils' understanding of Welsh language and culture very robustly
- There is a good relationship between all pupils and staff
- In many classes, teaching is consistently good or better
- The school is a happy, inclusive and caring community in which pupils feel safe
- A particular feature of the school is the familial ethos that exists within it

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision that is based on ensuring success for all pupils, and promoting their Welshness
- Governors have a clear understanding of the school's priorities for improvement and offer a valuable challenge to staff and the senior management team in order to achieve them
- The school has sound self-evaluation procedures that are based on a wide range of direct evidence
- The school works effectively with a good range of beneficial partnerships that extend pupils' learning experiences successfully
- The school is staffed appropriately to teach all aspects of the curriculum
- The assistants' valuable commitment has a good influence on improving pupils' attainment
- The school provides good value for money, considering pupils' outcomes and the quality of provision

Recommendations

- R1 Ensure a range of opportunities for pupils to develop their literacy and numeracy skills across the curriculum
- R2 Offer regular opportunities for pupils to work independently in order for them to play a full role in their own learning
- R3 Improve pupils' handwriting and the presentation of their work across the school
- R4 Strengthen assessment for learning procedures in order to ensure that pupils understand how they can improve their work, and offer appropriate opportunities for them to respond to teachers' feedback

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, nearly all pupils' basic skills are lower than expected for their age. Most pupils make good progress in their learning during their time at the school.

In the Foundation Phase, most pupils develop their oral skills effectively and use an increasing range of vocabulary successfully in various situations. They converse and discuss very confidently and skilfully with their peers and adults. In key stage 2, most pupils speak intelligently and respond eagerly to teachers' questions in both languages. They contribute well to discussions and express their opinions clearly with a wide range of mature vocabulary.

Most pupils' reading skills in the Foundation Phase are developing well. The youngest pupils recognise letters and sounds correctly and are beginning to build words effectively. By the end of the phase, most pupils develop to become confident readers and read with accuracy and fluency. They discuss their favourite stories enthusiastically and differentiate between different types of books.

In key stage 2, most pupils read increasingly effectively in Welsh and English. They use different sources successfully, including information and communication technology (ICT), in order to obtain information that supports their learning across the curriculum. They understand the features of books and authors well and are able to identify their preferences clearly.

In the Foundation Phase, most pupils write an increasing range of simple sentences independently, and a majority of common words are spelt correctly and with purposeful punctuation. By the end of the phase, most pupils make significant progress in their proficiency to use language to write extended pieces across the curriculum. They punctuate correctly and use various adjectives and idioms to enrich their work. They use a wide range of mature vocabulary to improve the standard of their work, for example: 'glaniodd mam-gu ar y tywod euraidd meddal melyn' ('grandma landed on the soft golden yellow sand').

Most pupils in key stage 2 write at length in Welsh and English in a good range of forms to a standard that is appropriate for their age and ability. They vary sentences confidently and adapt what they have written effectively according to the reader's purpose. By the end of key stage 2, most pupils write clearly and interestingly, using paragraphs and punctuation correctly. Many pupils use a wide range of vocabulary successfully to enrich their work, including adjectives, idioms and similes. For example, through thinking hat activities, they express opinions confidently on themes such as 'do you need to go outside Wales to have a good holiday?' However, pupils do not write often enough in areas across the curriculum. At times, many pupils' handwriting and the presentation of their work are not neat enough.

Most pupils' numeracy skills are developing successfully across the Foundation Phase. By the end of the phase, most pupils demonstrate a sound grasp of number facts and use this information skilfully to solve problems across the areas of learning effectively. Many are able to use standard units to measure and undertake tasks on volume with good accuracy when making healthy drinks. Many are able to handle data purposefully. Many pupils use money effectively when role-playing in the classroom shop.

In key stage 2, most pupils have a sound understanding of number strategies, and they are confident when using a wide range of strategies to solve mathematical problems. Most pupils estimate skilfully, and reason their answers maturely. For example, they are able to use number skills successfully to calculate how much food to buy for eight people during the food rationing in the Second World War. They use mathematical vocabulary with increasing confidence.

Many pupils handle and analyse data appropriately and are able to produce simple graphs purposefully. Most pupils' mathematical skills throughout the school are sound. However, they do not apply their skills in areas across the curriculum well enough.

Most pupils with additional learning needs make good progress against their targets. In general, pupils who are eligible for free school meals make purposeful progress in line with their ability.

In comparison with similar schools, over the last four years, the school's performance at the expected outcomes in the Foundation Phase have varied, moving it between the upper 50% and lower 50% in literacy and mathematical development. The school's performance at the higher outcomes over the same period has moved it between the bottom 25% and the top 25% in comparison with similar schools.

Over the same period, at the end of key stage 2, pupils' performance at the expected level in Welsh, English, mathematics and science, in general, has varied, moving the school between the top 25% and lower 50% in comparison with similar schools. The school's performance at the higher level has moved it between the lower 50% and upper 50% in comparison with similar schools.

Wellbeing: Good

Nearly all pupils feel safe at school and know to whom to turn if they have any concerns. Across the school, the standard of behaviour of nearly all pupils is exceptionally good, and they are polite towards each other and adults. Nearly all pupils are very aware of the importance of eating and living healthily and they enjoy a range of physical activities.

Nearly all pupils take mature responsibility for their work and concentrate carefully for long periods. The school's older pupils contribute purposefully to the direction of their learning by planning activities themselves and suggesting sub-themes, for example to create a digital world. Most pupils in the Foundation Phase are aware of their literacy and numeracy targets and use them purposefully to improve their work.

Many pupils are keen to accept responsibilities and the role of 'buddy' is embedded well. The school council plays a prominent role, discussing pupils' ideas and concerns purposefully. Older pupils have contributed to the school's self-evaluation and, as a result, there are more displays to promote learning in the classes.

The school's oldest pupils are given valuable entrepreneurship opportunities in the annual fairs and the skills week to raise money towards charities of their choice. Most pupils play a prominent part in community activities. For example, they sing for the elderly and take part in the Big Dance.

Attendance has placed the school between the upper 50% and top 25% of similar schools over the last three years. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good
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Learning experiences: Adequate

The school provides a purposeful range of learning experience that meet most pupils' needs successfully. Teachers plan the curriculum appropriately in order to ensure that learning experiences meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Interesting experiences are provided to promote learning for pupils in the starter classes in the Foundation Phase, both inside and outside the classroom. However, these experiences are not as prominent for older pupils in the Foundation Phase.

A wide range of extra-curricular activities, along with contributions from members of the community, contribute well to developing pupils' wellbeing and fitness.

The school has been slow to respond effectively enough to the requirements of the Literacy and Numeracy Framework. Teachers offer a good range of opportunities for pupils to develop their literacy and numeracy skills in language and mathematics lessons. However, there are not enough regular opportunities for pupils to apply their skills across the curriculum. The curriculum provides a suitable range of information technology activities and activities to develop thinking skills that link successfully with everyday life, for example by conducting research on hidden sugars in food and drink.

The school's curriculum promotes pupils' understand of the Welsh language and culture very soundly. A strong feature of this is that all pupils in key stage 2 are given an opportunity to stay at Llangrannog during the first weekend in September in order to have the opportunity to regain their spoken language after the summer holidays. Residential visits to the area of the quarries in north Wales and trips around the town enrich pupils' understanding of their cultural history and heritage significantly.

Within school assemblies, the Eco Council promotes pupils' awareness of how to live sustainably. There are effective opportunities to learn about global citizenship, which fosters pupils' understanding of the lives of people in other countries. A good example of this is the pupils' activities in comparing their life in Wales with the life of a child in Africa.

Teaching: Good

There is a good relationship between all pupils and staff.

In many classes, teaching is consistently good or better. In these classes, teachers' enthusiasm contributes successfully towards engaging pupils' interest and enthusiasm. They have high expectations and lessons have clear learning aims. Teachers plan a range of activities with an appropriate level of challenge to meet pupils' learning needs, and they plan to develop thinking skills skilfully.

Teachers create a purposeful learning environment, and question skilfully which enriches learning. Teaching assistants are deployed effectively throughout the school.

In the few examples where teaching is less effective, over-direction limits pupils' ability to be independent learners. As a result, there is not enough challenge to ensure that pupils of higher ability make good enough progress.

Teachers throughout the school have adopted useful assessment for learning strategies in order to offer suitable opportunities for pupils to begin to assess their own work and that of their peers. They offer useful oral feedback during lessons. Teachers mark pupils' work regularly and offer comments that celebrate success effectively. However, targets do not support pupils to know how to improve their work clearly enough.

The school has appropriate procedures to assess and track pupils' progress. By doing so, pupils' needs are identified at an early stage. The school makes purposeful use of all assessments in order to plan for groups of pupils, which contributes well to improving standards, for example in mathematics skills.

Reports to parents are comprehensive and provide useful information about the next steps in pupils' learning.

Care, support and guidance: Good

The school is a happy, inclusive and caring community where pupils feel safe. Staff promote pupils' wellbeing well and emphasise the importance of physical health regularly. There are effective arrangements for promoting eating and drinking healthily. The school offers a number of extra-curricular activities, such as the cooking club, which promotes skills in preparing healthy food successfully.

Provision for pupils' spiritual, moral, social and cultural development is comprehensive and staff promote values based on respect and kindness. The very close links with local chapels and churches offer valuable experiences to pupils. For example, the local minister is invited to the school to conduct valuable assemblies.

The school works successfully with a number of agencies and specialist services and these links ensure effective support and guidance for pupils. The friends club is a very effective example of the school's care for vulnerable pupils. The school has effective arrangements to train pupils to mentor their peers.

Provision for pupils with additional learning needs is effective. There is purposeful intervention for pupils, with suitable individual education plans. As a result, these pupils make effective progress. The clear targets in individual education plans are based on the input of pupils and their parents. They are reviewed each term in order to ensure that they are relevant and to extend pupils' learning consistently.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

A particular feature of the school is the familial ethos that exists within it. The school has an inclusive, supportive and friendly atmosphere, in which pupils are given an equal opportunity to take part in all of its activities. There is an emphasis on the importance of treating everyone with respect and courtesy.

There are stimulating and attractive displays in the classrooms that support learning effectively. There are plenty of good quality resources to meet the needs of the curriculum appropriately.

The school building and grounds are safe and well maintained. The outdoor learning areas have been developed in a creative way in order to make effective use of the space available and to improve pupils' experiences of learning and play. The extensive grounds extend pupils' learning and physical development successfully, for example through the use of the gardening area and the wild area.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher has a clear vision that is based on ensuring the success of all pupils, and promoting their Welshness. Since he was appointed in September 2015, he has provided strong leadership and worked successfully with pupils, staff, governors and parents to achieve that vision.

Members of the senior management team, who are new to their roles, support the headteacher effectively. They show strong commitment to developing and promoting improvements by embedding a number of valuable strategies throughout the school. Their role in the monitoring and quality assurance process is developing well.

Staff meetings are held regularly and focus clearly on priorities for improvement. They ensure that staff are aware of their responsibilities in achieving those priorities. Teachers have detailed job descriptions, which link well with their individual responsibilities.

The governing body supports the school effectively and fulfils its statutory responsibilities conscientiously. Governors have a clear understanding of the targets in the school improvement plan and offer a valuable challenge to the school. For example, they analyse data from assessments of pupils' progress to ensure that the school reaches the targets that are identified in the school improvement plan.

The school is making positive progress in delivering local and national priorities, for example introducing purposeful strategies to improve the wellbeing and achievement of more vulnerable pupils. However, the school has not made sufficient progress towards responding fully to the requirements of the Literacy and Numeracy Framework.

Improving quality: Good

The school has robust self-evaluation procedures that are based on a wide range of direct evidence. They include analyses of performance data, lessons observations, scrutinising books and gathering the views of pupils, parents and governors, and advisers' reports.

All teachers are responsible for using the data to identify the needs of pupils in their classes. As a result, they have an accurate understanding of strengths and areas for improvement. Leaders use information that derives from self-evaluation effectively to set clear priorities to be included in the school improvement plan. The headteacher ensures that staff, pupils and governors play a purposeful part in the process.

There is a suitable relationship between the outcomes of the self-evaluation procedure and the priorities in the school improvement plan. The plan focuses firmly on raising standards and expanding provision. It refers clearly to detailed strategies to address what needs to be developed in order to raise standards further. It includes measurable success indicators, staff responsibilities and costs, along with a timescale for evaluating targets. The actions are already having a positive effect, for example in improving pupils' writing skills and raising pupils' higher attainment outcomes.

Partnership working: Good

The school works effectively in a good range of beneficial partnership that extend pupils' learning experiences successfully.

A valuable partnership exists between the school and parents. They appreciate the regular communication between them and the school, for example being able to use the school's website to check homework tasks. In addition, sessions are held to present the school's learning strategies so that parents know how to support their children. This has a positive effect on their attainment. The parents' association is very active and has recently funded beneficial information technology resources. They maintain the school's mini bus in order to extend pupils' experiences further.

There is a good partnership between the school and the local community. Members of the community enrich pupils' experiences, for example by visiting to show bees to the nursery class. Pupils visit local centres regularly to conduct concerts. This raises their awareness of the community successfully.

The school works closely with nursery groups in the area to ensure that children settle quickly in the nursery class. There are beneficial arrangements at the end of each year for pupils to get a taste of their new classes in the school. The range and quality of the transition arrangements for older pupils to the secondary school are good. They are prepared rigorously for the next step in their education.

Teachers work closely with the secondary school and the primary schools in the catchment area to standardise and moderate teachers' assessments jointly in order to ensure the validity of assessments at the end of key stage 2.

Resource management: Good

The school is staffed appropriately to teach all aspects of the curriculum. The valuable commitment of the assistants has a good influence on improving pupils' attainment, for example in ensuring careful support to raise standards of attainment and improve pupils' wellbeing.

The school has a good range of resources that are used and managed effectively in order to ensure that pupils have full access to all aspects of the curriculum. The headteacher and governors monitor and manage expenditure carefully in order to ensure that financial resources are used effectively to support priorities for improvement.

Performance management processes are effective. They lead successfully to staff development in areas that are based on the school's priorities for improvement, for example by sharing good practice to develop pupils' extended writing. Teachers make effective use of their non-contact time to plan, prepare and assess pupils' progress.

The school is becoming an effective learning community. There are a number of learning networks with other schools that offer beneficial opportunities for teachers to share good practice, for example using appropriate resources to strengthen pupils' grasp of number facts. The learning triads that have been established within the school have a positive effect on the quality of teaching.

The school has targeted the Pupil Deprivation Grant sensibly to fund assistants to support groups and individuals. This has a positive effect on pupils' skills and standards of reading and wellbeing.

The school provides good value for money, considering pupils' outcomes and the quality of provision.

Appendix 1: Commentary on performance data

6752042 - YSGOL SANTES TUDFUL

Number of pupils on roll	437
Pupils eligible for free school meals (FSM) - 3 year average	13.4
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	52	61	54	61
Achieving the Foundation Phase indicator (FPI) (%)	88.5	88.5	90.7	88.5
Benchmark quartile	2	2	2	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	52	61	54	61
Achieving outcome 5+ (%)	90.4	90.2	92.6	91.8
Benchmark quartile	2	2	2	3
Achieving outcome 6+ (%)	28.8	16.4	29.6	32.8
Benchmark quartile	2	3	3	3
Mathematical development (MDT)				
Number of pupils in cohort	52	61	54	61
Achieving outcome 5+ (%)	90.4	91.8	94.4	90.2
Benchmark quartile	3	2	2	3
Achieving outcome 6+ (%)	34.6	13.1	33.3	36.1
Benchmark quartile	1	4	2	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	52	61	54	61
Achieving outcome 5+ (%)	100.0	96.7	100.0	100.0
Benchmark quartile	1	3	1	1
Achieving outcome 6+ (%)	48.1	21.3	37.0	42.6
Benchmark quartile	2	4	4	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6752042 - YSGOL SANTES TUDFUL

Number of pupils on roll	437
Pupils eligible for free school meals (FSM) - 3 year average	13.4
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	43	38	43	47
Achieving the core subject indicator (CSI) (%)	86.0	89.5	95.3	89.4
Benchmark quartile	3	3	2	3
English				
Number of pupils in cohort	43	38	43	47
Achieving level 4+ (%)	90.7	92.1	97.7	91.5
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	30.2	28.9	41.9	46.8
Benchmark quartile	3	3	2	2
Welsh first language				
Number of pupils in cohort	43	38	43	47
Achieving level 4+ (%)	86.0	89.5	100.0	91.5
Benchmark quartile	3	2	1	3
Achieving level 5+ (%)	23.3	28.9	37.2	46.8
Benchmark quartile	2	2	2	2
Mathematics				
Number of pupils in cohort	43	38	43	47
Achieving level 4+ (%)	90.7	89.5	95.3	93.6
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	37.2	42.1	39.5	40.4
Benchmark quartile	2	2	3	3
Science				
Number of pupils in cohort	43	38	43	47
Achieving level 4+ (%)	90.7	94.7	100.0	97.9
Benchmark quartile	3	2	1	2
Achieving level 5+ (%)	34.9	44.7	44.2	53.2
Benchmark quartile	3	2	2	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	104		103 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	104		100 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	104		99 95%	5 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	104		103 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	104		101 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	104		99 95%	5 5%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	103		100 97%	3 3%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	104		101 97%	3 3%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	103		96 93%	7 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	104		93 89%	11 11%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	104		65 62%	39 38%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	104		79 76%	25 24%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	114	81 71%	28 25%	4 4%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	114	94 82%	18 16%	2 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	114	84 74%	28 25%	1 1%	1 1%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	114	73 64%	37 32%	3 3%	1 1%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	110	63 57%	41 37%	5 5%	1 1%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	112	70 62%	38 34%	4 4%	0 0%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	113	74 65%	38 34%	1 1%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	111	56 50%	49 44%	5 5%	1 1%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	43%	6%	2%		
Staff treat all children fairly and with respect.	109	69 63%	31 28%	7 6%	2 2%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	113	69 61%	41 36%	2 2%	1 1%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	112	77 69%	33 29%	0 0%	2 2%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	102	57 56%	38 37%	2 2%	5 5%	10	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	111	56 50%	48 43%	5 5%	2 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	113	70 62%	36 32%	6 5%	1 1%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	101	57 56%	36 36%	7 7%	1 1%	13	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	111	71 64%	37 33%	2 2%	1 1%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	92	51 55%	33 36%	7 8%	1 1%	20	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	111	71 64%	34 31%	6 5%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	111	80 72%	26 23%	4 4%	1 1%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Rosemarie Wallace	Team Inspector
Jeffrey Wyn Davies	Lay Inspector
Llion Elis	Peer Inspector
Buddug Mai Bates	Peer Inspector
Gwyndaf Jones	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.